DOCUMENT RESUME

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IDENTIFIERS	*Nondiscriminatory Tests (Handicapped)

ABSTRACT

The annotated bibliography on Nondiscriminatory Testing contains approximately 79 abstracts and associated indexing information for documents or journal articles published from 1962-1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. The bibliography is divided into the following sections: Assessment Factors Related to the Test Taker, Visually Handicapped, Hearing Impaired, Children with Physical Limitations, Children with Verbal Response Limitations, Minority Group Children-General, Black Children, Spanish Speaking Children, Assessment Factors Related to the Test Giver, and Assessment Factors Related to the Test. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

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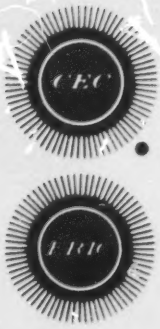


Nondiscriminatory Testing

A Selective Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 645

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either The Council for Exceptional Children or the National Institute of Education.

EC091211

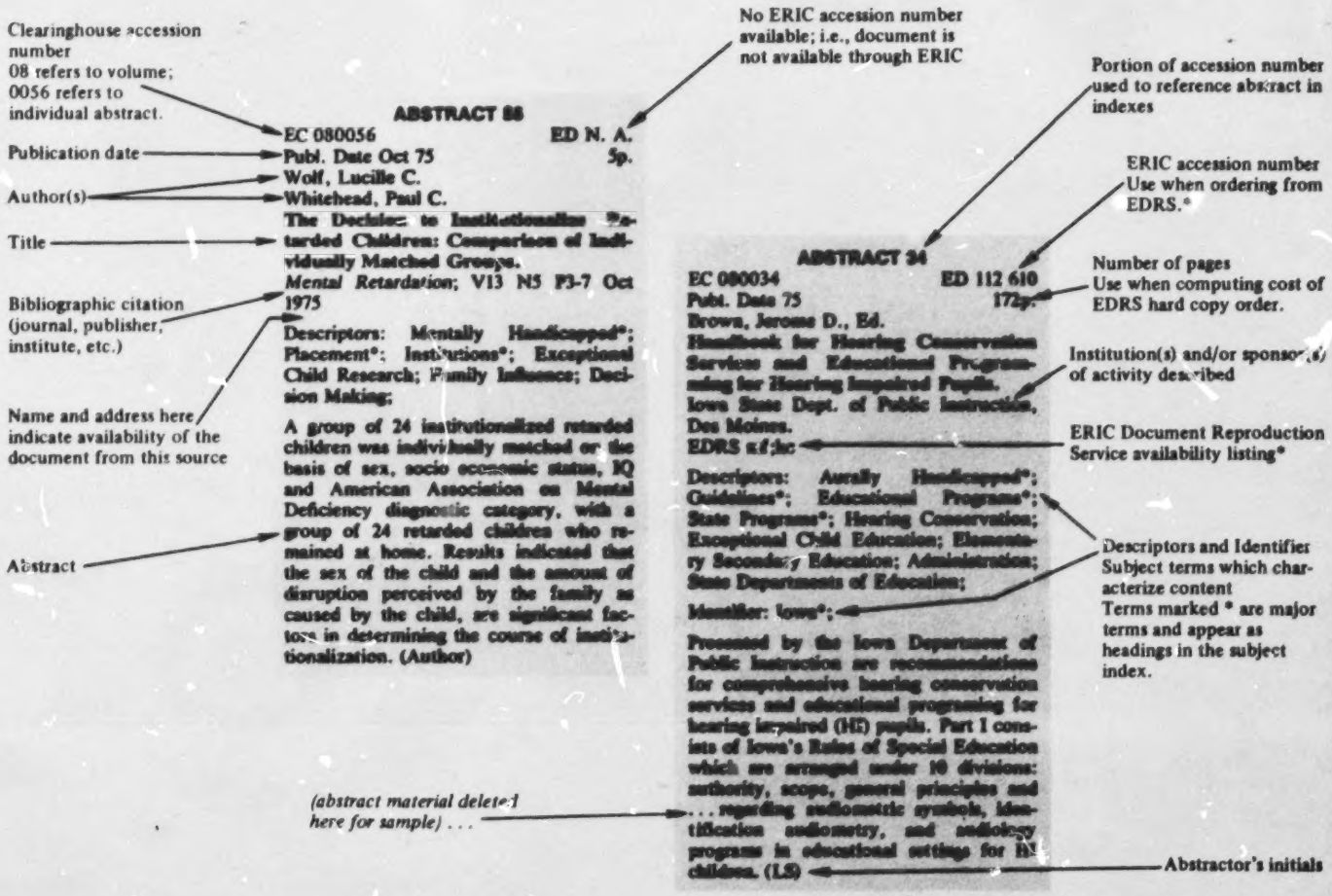
Each abstract contains three sections; bibliographic data, descriptors, and a summary of the document.

1. The bibliographic section provides:

   a. document identification number (EC)
   b. document order number if available (ED)
      Documents with a six digit number after the designation ED are ERIC documents. These documents may be purchased from EDRS (see last page of bibliography for order form) if the EDRS availability listing (EDRS mf and/or hc) appears in the bibliographic section. Documents with N.A. after the designation ED are journal articles or documents from commercial publishers. They must be obtained directly from the journal editor, commerical publisher or source.
   c. title
   d. author
   e. publication date
   f. source or publisher
   g. EDRS availability

2. Descriptors indicate the subject matter of the document.

3. The summary provides a comprehensive overview of document contents and, in some cases, availability is announced here.


Clearinghouse accession number
08 refers to volume;
0056 refers to individual abstract.
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Portion of accession number used to reference abstract in indexes
ABSTRACT 88
EC 080056
ED N. A.
Publication date
Publ. Date Oct 75
5p.
Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Bibliographic citation (journal, publisher, institute, etc.)
Mental Retardation; V13 N5 P3-7 Oct 1975
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Name and address here indicate availability of the document from this source
Abstract
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
ERIC accession number Use when ordering from EDRS.*
ABSTRACT 34
EC 080034
ED 112 610
Number of pages Use when computing cost of EDRS hard copy order.
Publ. Date 75
172p.
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf;hc
ERIC Document Reproduction Service availability listing*
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Descriptors and Identifier Subject terms which characterize content Terms marked * are major terms and appear as headings in the subject index.
Identifier: Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programming for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and
(abstract material deleted here for sample) . . .
. . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
Abstractor's initials

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is *representative* of journals currently received.

*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901

ACTA Symbolica, University of Akron, Akron, Ohio 44304

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011

**American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610

*American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany. New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019

Archives of Otalaryngology, 535 North Dearborn Street, Chicago, Illinois 60610.

Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036

ASHA, 9030 Old Georgetown Road, Washington DC 20014

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403

Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036

Australian Children Limited, Box 91, Brighton 5048, South Australia

*Australian Journal of Mental Retardation, P.O. Box 255 Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**Behavior Therapy, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England

British Journal of Physical Education, Ling House, 10 Nottingham Place, London WIM 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel New York, New York 10001

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

*Education and Training of the Mentally Retarded, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

*Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*Gifted Child Quarterly, 8080 Springvalley Drive Cincinnati, Ohio 45236

Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138

Hearing, 105 Gower Street, London WCIE 6AH, England

*Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

*denotes journals monitored for CIJE.

**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, **versity of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophre-**nia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

**Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Warner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 5 North **Wabash Avenue, Chicago, Illinois 60602

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, 86 Newman Street, London W1P 4 AR, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Language Speech & Hearing Services in **Schools**, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London WIN/AA, England

*New Outlook for the Blind, 15 West 16th Street, New York, New York 10011

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 22005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington, DC 20036

**Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

*Slow Learning Child, St. Lucia, Brisbane 4067, Australia

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada

Speech Monographs, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Teacher, 72 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

The items in this bibliography fall into three major categories. The majority of the citations are concerned with assessment factors related to the test taker. Items in this part of the bibliography provide information on how tests may discriminate against children with a variety of limitations or differences. Articles describing how standard tests can be modified to reduce the effects of discriminatory elements have also been included.

The second section of the bibliography is concerned with assessment factors related to the test giver. These citations deal with such issues as examiner expectancies, and the race of the examiner as it affects the test taker.

The final section is titled Assessment Factors Related to Tests. These articles examine the relative contributions of norm referenced, criterion referenced and developmental tests.

The selection and classification of articles and books for each category was based, almost entirely, on the information provided in the abstracts.

Selecting Appropriate Tests for Handicapped Children–General

ABSTRACT 826

EC 05 0826 ED N.A.
Publ. Date 70 857p.
Mittler, Peter, Ed.
The Psychological Assessment of Mental and Physical Handicaps.
EDRS not available
Barnes and Noble Books, 10 East 53rd Street, New York, New York 10022 ($25.00).

Descriptors: exceptional child education; handicapped children; handicapped; psychological evaluation; testing; clinical diagnosis; intelligence tests; personality assessment; psychiatry; testing problems

Intended for professionals and students concerned with clinical aspects of psychological assessment of mental and physical handicaps, the collection of 28 readings considers types and applications of assessment in adults and children and recent experimental advances in the field of assessment. Introduced by a chapter on the principles of psychological assessment, the first part consists of five readings which deal with types of assessment in adults and includes discussions of intellectual assessment, personality assessment, vocational guidance, the clinical interview, and psychophysiological techniques. Clinical applications of assessment principles are examined in five readings in the second part which discuss applications to acute psychiatric patients, long-stay psychiatric patients, neurological deficits, subnormal adults, and geriatric patients, respectively. The assessment of handicapped children is presented in the third major part and includes nine articles, each of which examines one of the following aspects: visual and perceptual difficulties, deaf and partially hearing children, children with physical handicaps, slow learning children and educational problems, severely subnormal children, maladjusted children, culturally handicapped children, and language disorders. The final part presents eight readings on experimental advances and includes the intensive assessment of the single case by an inductive-deductive approach, the design of remedial programs, Jean Piaget's approach to the assessment of cognitive processes, problems in the construction of individual intelligence tests, developments in automated testing systems, the ideas of G.A. Kelly and C.E. Osgood on concepts and presonality, and personality and illness, respectively. (DB)

ABSTRACT 1123

EC 06 1123 ED N.A.
Publ. Date 74 526p.
Sattler, Jerome M.
Assessment of Children's Intelligence.
EDRS not available
W. B. Saunders Company, 218 West Washington Square, Philadelphia, Pennsylvania 19105 ($13.95)

Descriptors: exceptional child education; handicapped children; textbooks; testing; intelligence tests; historical reviews; theories; examiners; test administration; psychological; psychologists; psychological evaluation; guidelines; test construction; test interpretation; test reliability; test validity; Stanford Binet Intelligence Scale; Wechsler Intelligence Scale for Children

Examined in the textbook on assessment of children's intelligence are general considerations, administration of individual tests, frequently used tests, diagnostic applications, psychological reports and consultation. The following goals of the texbook are given: to assist the student with the process of psychological evaluation, to emphasize the original insights of pioneer clinicians, and to summarize and integrate findings concerning individual intelligence tests and variables in the testing situation. Focused on among general considerations are the history and theories of intelligence, issues concerning measurement of intelligence, and the testing of minority children. Discussed in relation to individual intelligence tests are the role of the examiner, the examiner-examinee realtionship, and the testing of children with special problems such as mental retardation. The Stanford-Binet Intelligence Scale is examined in terms of development, administration, and interpretation. Both the Wechsler Intelligence Scale for Children (WISC) and the Welschsler Preschool and Primary Scale of Intelligence are analyzed in relation to administration, subtests, evaluation, and interpretation. Described are six other individually administered intelligence tests such as the Peabody Picture Vocabulary Test. Diagnostic applications are considered in relation to intelligence testing, childhood schizophrenia and early infantile autism, organic brain damage, mental retardation, emotional disturbance, learning disability, and physical disability. Guidelines for writing reports and performing consultation are given to include synthesizing test findings, focusing the report, consulting in the school and with parents, and considering details such as the value of intelligence tests in assessment. Given among appendixes are WISC scoring criteria and a list of validity studies for seven tests. (MC)

ABSTRACT 2423

EC 06 2423 ED N.A.
Publ. Date 74 398p.
Wisland, Milton V.
Psychoeducational Diagnosis of Exceptional Children.
Charles E. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62717 ($13.95)

Descriptors: exceptiona child education; handicapped children; testing; projective tests; aptitude tests; achievement tests; diagnostic tests; intelligence tests; performance tests; test interpretation

Different authors discuss numerous instruments for the psychoeducational assessment of children with varying handicapping conditions. Initial chapters provide an introduction to testing and scoring procedures and crtierion for selecting appropriate tests. Subsequent chapters interpret specific testing instruments to be used with the mentally handicapped, blind and partially sighted, deaf and hard of hearing, physically and neurologically impaired, socially and emotionally handicapped, gifted, and language and speech handicapped. (GW)

ABSTRACT 1004

EC 03 1004 ED 044 894
Publ. Date Sep 70 175p.
Proceedings of the Conference on New Approaches to the Evaluation of Blind Persons (April 11-12, 1968).
American Foundation For The Blind, New York, New York
EDRS mf,hc
American Foundation For The Blind, Inc., 15 West 16th Street, New York, New York 10011 ($3.00).

Descriptors: visually handicapped; evaluation methods; testing; testing problems; test construction; personality assessment; diagnostic tests; intelligence tests; neurological handicaps; conference reports

Summarized are the proceedings of the conference (discussions, agenda, invitees) held to examine the present state of the testing and evaluation of blind and visually impaired persons. Not only tests and methods were covered, but also how evaluation procedures fit into educational and rehabilitation procedures, ethical considerations, and utilization of information obtained. Included are papers and the discussant comments on the following topics: test construction or adaption for use with the blind, personality dynamics and vocational success of blind adults, the diagnostic interview, research on perceived pleasantness--a stimulus variable in auditory projective testing, psychological factors in the evaluation of sensory aids, standard personality tests, intelligence testing of blind children, assessment of nontestable blind children, brain waves and blindness, and evaluation of the minimal brain damage syndrome in blind children. (KW)

ABSTRACT 859

EC 05 0859 ED N.A.
Publ. Date Dec 72 5p.
Coveny, Thomas E.
A New Test for the Visually Handicapped:A Preliminary Analysis of the Reliability and Validity of the Perkins-Binet.
EDRS not available
Education of the Visually Handicapped; V4 N4 P97-101 Dec 1972

Descriptors: exceptonal child research; visually handicapped; intelligence tests; test reliability; test validity; blind; partially sighted

Investigated were the reliability and validity of the Perkins-Binet Tests of Intelligence for Blind Children (P-B), including Form U for Ss with usable vision and Form N for Ss with no usable vision. Goals were to determine split-half reliability for both forms and to compare P-B scores with verbal Wechsler Intelligence Scale for Children (WISC) scores. Ss were 30 braille readers (8-9 to 14-9 years) and 25 print readers (8-0 to 16-5 years) in grades 3-6 at the Tennessee School for the Blind. Half of the Ss received a form of the P-B first and half the verbal WISC first. Reliability coefficients, .96 for Form N and .94 for Form U, were significant at p less than .01 for both forms. Comparison of P-B Forms in scores with verbal WISC scores yielded a mean difference of 1.77 points favoring the P-B, which was not significant; correlation of .86 between the two tests was significant at p less than .01. In the comparison of P-B Form U and verbal WISC scores, the mean difference again favored the P-B, although not significantly; correlation of .74 between the tests was significant at p less than .01. It was concluded that both forms of the P-B have a high degree of internal consistency, and that the rather large standard deviations associated with the P-B may have implications for interpreting the scores. (KW)

ABSTRACT 1443

EC 05 1443 ED 074 655
Publ. Date Aug 72 55p.
The Development and Application of Intelligence Tests for the Blind: A Research Utilization Conference. Final Report.
Georgia Univ., Athens
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc
OEG-22-P-55152/4-01

Descriptors: exceptional child education; blind; handicapped; conference reports; intelligence tests; visually handicapped; young adults; test construction; testing problems; vocational rehabilitation; examiners

Reported are the proceedings and recommendations of a research conference to improve the development and utilization of intelligence tests for use with blind adults in social and vocational rehabilitation. The following tests are considered: A Haptic Intelligence Scale for the Adult Blind, the Raven Progressive Matrices for Presentation to the Blind, a Test Battery for Use with the Blind--the Vocational Intelligence Scale for the Adult Blind, and the Stanford-Ohwaki-Kohs Tactile Block Design Intelligence Test for the Blind. One purpose of the conference is explained to be the provision of knowledge of the nature of the tests in their current form. Selected recommendations of the conference are that the production and dissemination of the tests be expanded for more general use and that professional psychological examiners be trained to serve as participants in further development of the tests and as test administrators in rehabilitation settings. The conference is reported to have prepared a film and a slide presentation demonstrating each component of the tests. Appendixes give a list of conference participants and information about each test, which generally includes date of research, test developer, purpose, description, administration, and statistical excerpts. (DB)

ABSTRACT 1025

EC 06 1025 ED N.A.
Publ. Date 69 47p.
Dauterman, William L.
Manual for the Stanford Multi-Modality Imagery Test.
EDRS not available
American Foundation for the Blind, 15 W 16th Street, New York, New York 10011 ($2.00)

Descriptors: exceptional child research; visually handicapped; blind; intelligence tests; tactual perception; visualization; test validity; test reliability; test interpretation; Stanford Multi-Modality Imagery Test

Presented in the manual for the Stanford Multi-Modality Imagery Test (SMIT), a nonverbal intelligence test for blind persons, are results of standardization studies with 256 adolescent and adult Ss, aspects of general testing, and research considerations. It is maintained that ability to imagine how things are and how they might be changed is prerequisite to functional ability in the physical environment and that, therefore, the ability to create and manipulate images in some modality is related to successful habilitation of blind persons. Described is selection of a sample of 202 Ss, individual characteristics, such as age of blindness onset and validity results indicating correlation of the SMIT with tests such as the Stanford-Ohwaki Kohs Block Design Test for the Blind. Explained is a study of predictive validity correlating the SMIT with the criterion variable of instructors' ratings on nine phases of an experimental Orientation and Mobility Training Scale (OMTS). Also described is subsequent test revision and presentation to 54 adults, and results indicating discrepancies in correlation with the original test (thought to be due to low interrater reliability). Considered are aspects of testing such as administration, appropriate motivational procedures, and test conditions. Given for the examiner and the S are instructions pertinent to the following SMIT phases: Phase I, comprehension and following instructions, intended as a teaching situation in which the S demonstrates understanding of verbal instructions for making geometrical patterns with rubber bands on a fiberboard; phase II, conceptualizing spatial relations, in which the S builds four patterns based on a rectangle; and Phase III, the Multi-Modality Imagery Test, in which the S imagines what a rectangle looks like and is asked questions about different geometric figures. Given are directions for recording, scoring, and interpreting the three SMIT phases and the OMTS. Included are tables giving test results, the SMIT forms, the OMTS, and instructions for testing the deaf blind and for the examiner. (MC)

ABSTRACT 2558

EC 06 2558 ED N.A.
Publ. Date Win 74 4p.
Vega, Manuel; Powell, Arnold
Visual Defects and Performance on Psychological Tests.
Journal of Negro Education; V43 N1 P127-30 Win 1974

Descriptors: exceptional child research; visually handicapped; disadvantaged youth; early childhood; psychological evaluation; visual acuity; testing problems

Sixty-eight children with visual defects (such as sub-standard visual acuity, or astigmatism) and 129 visually normal children were given psychological tests at the beginning and end of the preschool year to determine the effects on test performance of the presence of visual defects and optometric correction. Tests administered were the Peabody Picture Vocabulary Test (PPVT), the Goodenough-Harris Drawing Test, and the Metropolitan Readiness Test (MRT). Results showed visually defective children performed more poorly than children with normal vision on the PPVT and MRT, and that optometric correction of defects did not result in improvement on the tests. Results implied that scores on tests such as the PPVT and MRT must be interpreted with caution when testing groups unlikely to have received optometric care (such as the disadvantaged), and that specific behavioral deficits caused by children's defective vision exist and require a period of relearning after optometric correction. (LC)

ABSTRACT 285

EC 07 0285 ED N.A.
Publ. Date Oct 74 9p.
Gibbs, Sally Horan; Rice, James A.
The Psycholinguistic Characteristics of Visually Impaired Children: An ITPA Pattern Analyses.
Education of the Visually Handicapped; V6 N3 P80-8 Oct 1974

Descriptors: exceptional child education; visually handicapped; partially sighted; diagnostic tests; visual perception; Illinois Test of Psycholinguistic Abilities;

The Revised Edition of the Illinois Test of Psycholinguistic Abilities (ITPA), was administered to 24 partially sighted (PS) children under 10 years of age in order to determine whether they performed significantly less well than a control group of normally sighted (NS) children and whether performance of PS Ss was related to the degree of visual impairment. PS performance was slightly less efficient on the Visual Memory subtest and was significantly lower on three other visual channel subtests, indicating a clear deficit in the ability to derive meaning from visual symbols, to relate concepts presented visually, and to fill in missing parts of an incomplete visual presentation. Ss with more severe visual impairment exhibited higher overall test performance and demonstrated strength in the area of auditory memory. Findings of this study differ from B. Bateman's 1963 investigation which utilized the ITPA Experimental Edition. (LH)

ABSTRACT 286

EC 07 0286 ED N.A.
Publ. Date Oct 74 6p.
Harley, Randall; Spollen, John
A Study of the Reliability and Validity of the Visual Efficiency Scale with First Grade Children.
Education of the Visually Handicapped; V6 N3 P88-93 Oct 1974

Descriptors: exceptional child education; handicapped children; primary grades; students; test reliability; test validity; visual perception; Visual Efficiency Scale;

The test performance of 113 normally seeing first grade children was analyzed in order to evaluate the reliability and validity of the Visual Efficiency Scale (VES), a test used to measure visual discrimination ability and to plan individualized visual training programs. Results were seen to indicate that the VES has both content validity and internal consistency. The authors reported that results agree with previous studies which utilized the VES with preschool normally seeing and school age low vision children. (LH)

ABSTRACT 2582

EC 07 2582 ED N. A.
Publ. Date Jan/Feb7 9p.
Reynell, Joan; Zinkin, Pamela
New Procedures for the Developmental Assessment of Young Children with Severe Visual Handicaps.
Child: Care, Health and Development; V1 N1 P61-9 Jan/Feb 75

Descriptors: exceptional child education; visually handicapped; infancy; early childhood; child development; maturation; measurement; motor development; cognitive development; Reynell-Zinkin Developmental Scales;

The Reynell-Zinkin Developmental Scales are described by their authors as having been developed to explore the areas of learning and development especially important for visually handicapped children who are likely to have additional handicaps, and to provide a basis for planning a parent-operated remedial program at home. The authors discuss the scales of motor development (including the manipulative and locomotor scale and the reflex scale), as well as the scales of mental development which focus on social adaptation, sensorimotor understanding, exploration of the environment, response to sound and verbal comprehension, expressive language, and age levels and progressions. For example, it is explained that the scale of sensorimotor understanding includes items concerned with the ability to explore objects and textures by adaptive hand movements, with the awareness of object permanence and object relationships, with the ability to sort in relation to abstractions, and with the ability for tactile recognition and appropriate use of meaningful objects. (GW)

ABSTRACT 1432

EC 03 1432 ED N.A.
Publ. Date 70 8p.
Vernon, McCay
Psychological Evaluation and Interviewing of the Hearing Impaired.
EDRS not available
Rehabilitation Research And Practical Review; V1 N2 P45-52 Spr 1970

Descriptors: aurally handicapped; psychological evaluation; testing problems; test validity; interviews; psychological tests; intelligence tests; personality assessment; achievement tests; vocational aptitude; testing

Because of the communication disability associated with severe hearing impairment, it is pointed out that special procedures are necessary for valid psychodiagnostic evaluation and rehabilitative counseling. The reasons why standard methods of evaluation are not suitable are detailed, and the relationship of the degree of hearing loss to the type of psychological evaluation examined. Methods and techniques which will lead to valid psychological evaluation are outlined separately for the following areas: intelligence testing, personality testing, testing educational achievement, and vocational aptitude testing. Recommended are basic considerations and specific tests and procedures for each area. (KW)

ABSTRACT 1577

EC 03 1577 ED N.A.
Publ. Date Feb 71 26p.
Levine, Edna S.
Mental Assessment of the Deaf Child.
EDRS not available
Volta Review; V73 N2 P80-105 Feb 1971

Descriptors: exceptional child education; aurally handicapped; psychological tests; psychological evaluation; testing problems; test validity; test evaluation; intelligence tests; performance tests

Intended primarily for professionals administering psychological tests to deaf children and for administrative personnel and researchers using test results in educational planning and research, the article reviews some fundamental facts about testing in general and some problems of testing deaf children in particular. A paradigm for the analysis of influencing variables is presented. Guidelines for selecting, administering, and scoring tests to give the most valid scores under individual circumstances are provided. Discussed are various theoretical considerations in test construction, as well as specific test attributes and their application in testing deaf children. Tests judged promising for use with the deaf, and their sources, are listed. (KW)

ABSTRACT 743

EC 06 0743 ED N.A.
Publ. Date Fall 73 4p.
Edington, George, Ed.
The School Psychologist and the Hearing Impaired Child.
EDRS not available
Highlights; V52 N3 P8-11 Fall 1973

Descriptors: exceptional child education; aurally handicapped; school psychologists; testing; testing problems; academic achievement

Suggested for the school psychologist are techniques to use when testing hard-of-hearing and deaf elementary children to determine academic achievement. The suggestions include use of nonverbal signals such as holding the child's hand on the way to the testing center; a seating arrangement that allows the child to watch the psychologist's face, lips, and eyes; use of low table and chairs, and awareness that older often tested children may know more than the psychologist about testing procedures. Described are adaptations for directions, presentation techniques, and performance expectations associated with 16 tests such as the Merrill-Palmer Scale of Mental Tests, the Wechsler test series, and the Nonverbal Intelligence Tests for Deaf and Hearing Subjects of J. Snijders. (MC)

ABSTRACT 2301

EC 07 2301 ED N. A.
Publ. Date Apr 75 12p.
Woodward, Helen M. E.
Criterion-Referenced Testing and the Measurement of Language Growth.
Volta Review; V77 N4 P229-[illegible] Apr 1975

Descriptors: deaf; language development; criterion referenced tests; diagnostic tests; measurement; exceptional child education; aurally handicapped; testing;

Teachers of the hearing impaired must be able to evaluate language growth in ways that can guide teaching and curriculum development. They need tests that are diagnostic and provide a direct measure of progress toward specific language goals. To measure language competence directly, a test must engage children in the psychological processes underlying language use--the reception and expression of ideas. To be diagnostic, it must introduce control over the ideas which the children express. The principles of criterion-referenced measurement seem particularly applicable to the construction of such tests provided that a model suitable for complex, developmental learning is used. Three question-and-answer tests which incorporate basic principles of criterion-referenced measurement have been used for 12 years at the Central Institute for the Deaf to assess language growth and guide teaching. They suggest the value of more extensive and rigorously constructed tests of this type. (Author)

ABSTRACT 811

EC 03 0811 ED N.A.
Publ. Date 62 86p.
Allen, Robert M.; Jefferson, Thomas W.
Psychological Evaluation of the Cerebral Palsied Person.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.00).

Descriptors: exceptional child services; cerebral palsy; psychological evaluation; psychological tests; testing problems; intelligence tests; personality assessment; vocational counseling

Considering the psychological adaptations and problems of the cerebral palsied, the manual is designed to give practical and specific help to psychologists in their clinical assessment of such persons. Examined are procedures of administration of intelligence tests involving oral instructions and no motor manipulation of material for responding (Ammons Full-Range and the Peabody Picture Vocabulay Tests, Columbia Mental Maturity Scale, Raven's Progressive Matrices, Leiter International Performance Scale), tests for clients who cannot respond (Vineland Social Maturity Scale, Gesell Preliminary Behavior Inventory, and other intelligence tests. Issues and procedures in personality assessment are also presented, as are vocational assessment issues. (KW)

ABSTRACT 2581

EC 03 2581 ED N.A.
Publ. Date 70 8p.
Sattler, Jerome M.; Tozier, Leonard L.
A Review of Intelligence Test Modifications Used with Cerebral Palsied and Other Handicapped Groups.
EDRS not available
Journal of Special Education; V4 N4 P391-8 Fall-Win 1970

Descriptors: exceptional child research; handicapped children; cerebral palsy; intelligence tests; intelligence quotient; test reliability; testing problems; research reviews (publications)

The review considers problems and research findings associated with the administration of intelligence tests in a modified manner to handicapped persons, particularly the cerebral palsied. It is reported that seven studies showed nonsignificant differences in scores between modified tests and tests administered using standard procedures, although few studies compare handicapped and non-handicapped groups. Also reviewed is research on the reliability and validity of IQ scores for cerebral palsied children. It is concluded that, despite some controversy, such IQ scores do have a satisfactory degree of reliability. (KW)

ABSTRACT 757

EC 04 0757 ED N.A.
Publ. Date Dec 71 2p.
Fair, Dennis T.; Birch, Jack W.
Effect of Rest on Test Scores of Physically Handicapped and Nonhandicapped Children.
EDRS not available
Exceptional Children; V38 N4 P335-6 Dec 1971

Descriptors: exceptional child research; physically handicapped; test interpretation; testing problems; leisure time

The study investigated the inclusion of a rest period between sections of the Advanced Stanford Achievement Test for both physically handicapped and nonhandicapped children. Results indicated a significant improvement in test scores for only the handicapped students receiving the rest periods. (CB)

ABSTRACT 347

EC 06 0347 ED N.A.
Publ. Date Sum 73 5p.
Sattler, Jerome M.; Anderson, Nancy E.
The Peabody Picture Vocabulary Test, Stanford- Binet, and the Modified Stanford-Binet with Normal and Cerebral Palsied Preschool Children.
Journal of Special Education; V7 N2 P119-23 Sum 1973

Descriptors: exceptional child research; early childhood; intelligence tests; test validity; handicapped children; stanford-binet intelligence scale modified; peabody picture vocabulary test; Stanford-Binet Intelligence Scale

Investigated were the validities of the Peabody Picture Vocabulary Test (PPVT) and the Stanford-Binet Intelligence Scale Modified (SB Modified) for handicapped children when compared with the Stanford-Binet Intelligence Scale (SB) for 80 normal and 20 cerebral palsied (CP) preschool children. Significant correlations in both normal and CP groups were found between the PPVT and the SB with higher correlations found between the PPVT and SB MA's than between the PPVT and SB IQ's. Correlations between the SB and the SB Modified were high for both groups. The PPVT or the SB Modified appeared to be adequate tests when speech or motor difficulties prevent the administration of the standard SB. (DB)

ABSTRACT 2716

EC 06 2716 ED N.A.
Publ. Date 31 Oct 72 84p.
Sattler, Jerome M.
Intelligence Test Modifications on Handicapped and Nonhandicapped Children. Final Report.
San Diego State Coll. Foundation, California Social and Rehabilitation Service (DHFW), Washington, D.C. Div. of Research and Demonstration Grants.
EDRS mf, hc

Descriptors: excpetional child research; physically handicapped; mentally handicapped; intelligence tests; material development; cerebral palsy; test validity

The effects of modifications in intelligence test procedures upon the scores obtained by 232 normal, 102 mentally retarded, 106 cerebral palsied and 35 orthopedically handicapped children were investigated. Stanford-Binet tests in year-levels II through IV were modifed to require only a pointing or yes/no response. The modified form appeared to be valid with I.Q.s within 3 points of scores obtained on the standard form. Additionally, Stanford-Binet tests at year-levels IX through XIII, three subtests of the wechsler intelligence scale for children (Digit Span, Block Design, and Coding) and a separate Memory for Block Designs test were modified. The modified Digit Span Block Design subtests had a sufficient degree of validity; while the modified Coding subtest and the Memory for Block Designs test were significantly easier than the standard subtest. Results indicated that some modified tests can serve as substitutes for standard tests in the assessment of handicapped children. (DB)

ABSTRACT 2717

EC 06 2717 ED N.A.
Publ. Date 1 Nov 72 132p.
Sattler, Jerome M.
Intelligence Test Modifications on Handicapped and Nonhandicapped Children. Supplement to Final Report.
San Diego State Coll. Foundation, California Social and Rehabilitation Service (DHFW), Washington, D.C. Div. of Research and Demonstration Grants.

EDRS, mf, hc

Descriptors: excpetional child research; intelligence tests; material development; mentally handicapped; physically handicapped

Contained in the supplement to the final report (EC 06 2716) on intelligence test modifications for speech and motor handicapped children (such as retarded or cerebral palsied) are directions for the modified test, the modified stimuli, and the record booklets used in the research projects. Noted are the nonverbal and multiple choice design of the modified tests, the use of both supplementary and regular Stanford-Binet or Wechsler Intelligence Scale for Children (WISC) materials, and scoring changes for the modified version. Included are levels II through IV of the Stanford-Binet Form L-M, three WISC subtests (Digit Span, Coding, and Block Design) and a separate Multiple Choice Memory for Block Designs Test. (DB)

ABSTRACT 1041

EC 07 1041 ED N.A.
Publ. Date Dec 74 2p.
Schlenoff, David

Considerations in Administering Intelligence Tests to the Physically Disabled.

Rehabilitation Literature; V35 N12 P362-3 Dec 1974

Descriptors: exceptional child education; physically handicapped; intelligence tests; psychologists; performance factors; test interpretation; test validity; testing problems;

Psychologists who administer, interpret, and utilize intelligence tests with the physically disabled need to be aware of factors affecting test validity. It is important that the test suit the physical condition of the client (for example, verbal measures are inappropriate for deaf persons) and that testers take into consideration the effects of prescribed medication, differing developmental and adaptive experiences, and limitations imposed by the client's disability. (LH)

ABSTRACT 2492

EC 03 2492 ED N.A.
Publ. Date Jun 71 8p.
Weiner, Paul S.
Stability and Validity of Two Measures of Intelligence Used with Children Whose Language Development Is Delayed.
EDRS not available
Journal of Speech and Hearing Research; V14 N2 P254-61 Jun 1971

Descriptors: exceptional child research; retarded speech development; intelligence tests; test evaluation; preschool evaluation; test validity; test reliability; Arthur Adaptation of the Leiter International Performance Scale; Peabody Picture Vocabulary Test

An assessment was made of reliability and validity of the Arthur Adaptation of the Leiter International Performance Scale (AALIPS) and the Peabody Picture Vocabulary Test (PPVT) when used with preschool, language delayed children. The tests were used to examine a group of such children on three occasions. Six months elapsed between the first two administrations and approximately 2 years, on the average, between the first and third. On the last occasion, the Wechsler Intelligence Scale for Children (WISC) was also administered. The AALIPS proved to be quite useful as a gauge of intelligence level for this population. Measurements on it were stable through time and also predictive of later functioning on the WISC, particularly on the nonverbal section of that test. Useful in the group study, the AALIPS was also helpful in individual cases if interpretations were limited to judgments of normal and subnormal functioning. The PPVT was equally stable as a measure of group functioning. However, it was much less successful in predicting later functioning on the verbal section of the WISC. It seems to be much more limited than the AALIPS as a measure of intellectual functioning of preschool, language delayed children. Its scope is seen as a restricted though possibly helpful one. (Author)

ABSTRACT 134

EC 04 0134 ED N.A.
Publ. Date Oct 71 6p.
Mostofsky, David and Others
Novel Ways to Study Aphasia.
EDRS not available
Rehabilitation Literature; V32 N10 P290-4, 307 Oct 1971

Descriptors: aphasia; language handicapped; nonverbal tests; testing problems; symbolic learning; learning disabilities; auditory perception; research projects

It is pointed out that paper and pencil tests and standard perceptuo-motor tasks have limitations in detailing particular features of the aphasics functioning, because the nature of the disability itself can prevent an accurate assessment of the function. For example, in exploring whether the aphasic retain symbol-affect relationships, it is difficult to describe performance when it depends on his ability to do or say something and it is this very capacity to do or say which is impaired. A simulated model presents a speculative conceptualization of the working communication flow, summarizing input and output sequence. Briefly outlined are two studies which represent testing attempts that do not demand much of the subject's verbal repertory, nor in which the rigorous experimentation seriously damages the simulation of the complex behavior of interest. In the first study, dealing with speech perception, two experiments investigated differences between aphasics and normals in the scaling of speech and the relationship between aphasics' performance and level of auditory impairment. The second study, a nonverbal assessment of connotation and affect, was concerned with the impact of aphasia on an individual's affective or attitudinal response to a symbol, as contrasted with denotative or lexical meaning. It is concluded that nonverbal paradigms, computer processing of speech, and multidimensional scaling all present opportunities for more meaningful diagnostic and treatment objectives. (Author/KW)

ABSTRACT 2955

EC 06 2955 ED N.A.
Publ. Date Sum 74 5p.
Newton, Margaret; Thomson, Michael
Towards Diagnosis of Dyslexic-Type Language Difficulties.
Dyslexia Review; N11 P18-22 Sum 74

Descriptors: exceptional child education; learning disabilities; dyslexia; early childhood education; elementary education; students; educational diagnosis; diagnostic tests; Aston Index

The Aston Index is a diagnostic instrument designed to assist teachers to detect dyslexic-type language difficulties, such as a nonresolution of dominance and inability to produce a consistent copy of directional symbolic material. The Index includes tests of general underlying abilities, a family history, and performance items. Form I is designed for use with children who have been in school about 6 months and contains performance items focusing on visual sequential memory, digits, writing or copying one's name, and sound blending and discrimination. Form II includes additional performance items such as the Schonell reading and spelling tests and a free writing sample. Form III does not include any specific test items, but gives examples of the types of tests which might be used if further diagnosis is necessary, and suggests referral to specialist agencies if any problem is highlighted. (GW)

ABSTRACT 985

EC 07 0985 ED 100 115
Publ. Date 78p.
Project Child Ten Kit 6: Psychological and Physiological Assessment Techniques.
Texas Education Agency, Austin.
EDRS mf,hc
For Related Information See EC 070 975 Through EC 070 984 And EC 070 986 Through EC 070 992.

Descriptors: language handicapped; performance based teacher education; testing; behavioral objectives; exceptional child education; learning disabilities; instructional materials; performance criteria; Project CHILD;

Presented is the sixth of 12 instructional kits, on psychological and physiological assessment techniques, for a performance based teacher education program which was developed by Project CHILD, a research effort to validate identification, intervention, and teacher education programs for language handicapped children. Included in the kit are directions for preassessment tasks for six performance objectives, a listing of the performance objectives (such as administering, scoring, and interpreting two batteries of tests), instructions for five learning experiences (such as studying test manuals and practicing test administration), a checklist for self evaluation for each of the performance objectives, and guidelines for proficiency assessment of each objective. (DB)

ABSTRACT 747

EC 03 0747 ED N.A.
Publ. Date 68 6p.
Adler, Manfred
Intelligence Testing of the Culturally Disadvantaged: Some Pitfalls.
EDRS not available
Journal Of Negro Education; V37 N4 P364-9 Fall 1968

Descriptors: cultural disadvantagement; cultural background; culture free tests; identification; test validity; socioeconomic influences; environmental influences; Negroes; intelligence tests; minority groups

The author discusses the discrimination inherent in many of the methods of intelligence testing. Cultural, language, and sampling factors are discussed in terms of test performance, as are socioeconomic class and schooling. The author cautions the use of tests as sole measures of academic potential as it may be relative to the individuals' environment and experiences. (CD)

ABSTRACT 1529

EC 05 1529 ED N.A.
Publ. Date Apr 73 5p.
Sabatino, David A. and Others
Special Education and the Culturally Different Child: Implications for Assessment and Intervention.
Exceptional Children; V39 N7 P563-7 Apr 73

Descriptors: exceptional child education; disadvantaged youth; culturally disadvantaged; educational diagnosis; classification; testing problems; intervention; second language learning; language instruction; student placement

Implications regarding assessment and intervention procedures appropriate for culturally different children are drawn from data on the special class placement of minority group children and data on the difficulties of testing children whose native language is not English. Data on English, Spanish, and Navajo speaking elementary school children, who were monolingual upon school entrance and who were later referred for possible special class placement, showed that the central information processing variables which involved knowledge of linguistic rules of English distinguished between the native English speaking children and others. Noted are testing problems which may result even when test items are translated into the child's native language or when nonverbal tests are administered. It is recommended that bilingual students be recruited to improve psychoeducational assessment, instructional, and behavioral management skills with linguistically different children, and that parents be involved in special education placement procedures. Examined are three preventive educational strategies, all of which involve exposing children with limited English speaking ability to fluent English speakers. (GW)

ABSTRACT 1097

EC 06 1097 ED N.A.
Publ. Date F 73 8p.
Torrance, E. Paul
Assessment of Disadvantaged Minority Group Children.
EDRS not available
School Psychology Digest; V2 N4 P3-10 F 1973

Descriptors: exceptional child education; disadvantaged youth; minority groups; gifted; culture free tests; testing; school psychologists; test validity; testing problems; examiners

Discussed are approaches to assessment of disadvantaged minority children that school psychologists can use to improve services. Cited among tests that seem to have no racial or socioeconomic biases are the Torrance Tests of Creative Thinking and the Alpha Biographical Inventory. Noted is the research of S. Houston on Black English. It is maintained that students should be assessed on the basis of abilities valued in their subculture. Described as two approaches to development of culturally biased tests are item purging, seen in a recent revision of the Stanford-Binet (ABDA), and constructing tests such as the Black Intelligence Test of Cultural Homogeneity (BITCH-100) that favor disadvantaged minority groups. Given to show needed examiner skills are examples of using observational skills, looking for abilities rather disabilities, and discovering the superior performance of disadvantaged black children over white gifted children in producing ideas such as the use of junk automobiles. It is suggested that school psychologists make valid assessments of nontest situation behavior. (MC)

ED 084 909 FL 004 533
Meeker, Mary Meeker, Robert
Strategies for Assessing Intellectual Patterns in Black, Anglo, and Mexican-American Boys--or Any Other Children--and Implications for Education.
Pub Date [73]
Note–32p.
EDRS MF-$0,65 HC-$3.29
Descriptors– Anglo Americans, Aptitude Tests, Cognitive Tests, Cultural Factors, Culture Fee Tests, *Educational Testing, *Group Intelligence Tests, Intelligence Quotient, *Intelligence Tests, Mexican Americans, *Minority Group Children, Negro Youth, Prognostic Tests, Spanish Speaking, Student Testing, *Test Bias, Test Construction, Test Interpretation, Test Reliability, Test Validity
Identifiers–*Stanford Binet Intelligence Test

In this analysis of intelligence testing of minority group children, the implications of inadequate testing practices are discussed. Several aspects of test design are examined: deficiencies in intelligence testing, cultural bias, construct validity, and diagnostic utility. A sample set of results derived from a Stanford-Binet test administered to 257 respondents is examined: statistical data are included. The author concludes that "Investigation of cultural biases in intelligence testing have established the fact that the most widely used procedures are 'penalizing' for non-Anglo, lower socioeconomic groups." Teachers are cautioned of the dangers in using group-test results to plan academic programs geared to individual needs. (RL)

ED 070 794 UD 013 104
Green, Donald Ross, Draper, John F.
Exploratory Studies of Bias in Achievement Tests.
CTB/McGraw Hill, Monterey, Calif.
Pub Date Sep 72
Note*59p; Paper presented at the American Psychological Association Annual Convention, Honolulu, Hawaii, September 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors–*Achievement Tests, Bias, Comparative Testing, Educational Testing, Ethnic Groups, *Group Tests, Item Analysis, Minority Groups, *Racial Differences, Research Methodology, *Social Differences, *Test Bias, Testing Problems, Test Validity
Identifiers–California Achievement Tests

This paper considers the question of bias in group administered academic achievement tests, bias which is inherent in the instruments themselves. A body of data on the test of performance of three disadvantaged minority groups–Northern, urban black; southern, rural black; and, southwestern, Mexican-American–as tryout samples in contrast to white, advantaged groups in the same regions, was analyzed using five different general methods for examining tests for bias. In an item tryout, a set of items is administered to a sample of the relevant population and the results are then examined item by item in an effort to pick the more effective items. The first method is an item selection routine using the point biserial correlation for each item as the criterion. The second method, group by score interactions, involves dividing the tryout group into, say, fourths, based on quartiles, and examining the proportion of the cases making each possible response in each of these levels. The third method involves plotting item difficulties so as to locate aberrant items. The fourth method involves estimating the plotting item characteristic curves separately for each group and comparing the plots. The fifth method comprises various intergroup factor analytic approaches. (Author/JM)

EJ 093 742 UD 502 823
Racial and Ethnic Bias in Psychological Tests: Divergent Implications of Two Definitions of Test Bias Schmidt, Frank L.; Hunter, John E., *American Psychologist*, v29 n1, pp1-8, Jan 4
*Psychological Tests, *Test Bias, *Predictive Validity, *Screening Tests, *Statistical Analysis, Racial Discrimination, Social Discrimination, Predictive Ability (Testing), Employment Practices, Educational Diagnosis

Two competing defintions of test fairness and their differing implications are explained and illustrated, and data from a number of published studies on test bias that may exist in tests that are approximately equally valid for both majority and minority groups. (Author/JM)

ED 080 560 TM 003 065
Meagher, Ronald L.
Research on Testing and the Minority Student.
Educational Testing Service, Princeton, N.J.
Pub Date 29 Nov 72
Note—6p.: Paper presented at the GRE Board Research Seminar of the Council of Graduate Schools Annual Meeting (12th, New Orleans, Louisiana, November 29, 1972)
Available from—Not available separately: see TM 003 063
Document Not Available from EDRS.
Descriptors—Achievement Tests, Aptitude Tests, *Graduate Study, Item Analysis, *Minority Groups, Predictive Validity, Seminars, Speeches, *Standardized Tests, *Test Bias, Testing
Identifiers—*Graduate Record Examinations

There are many potential sources of test bias besides that of the particular item content within the test. The other potential sources, designated here as program and utilization must also be encompassed in any thorough and effective program to increase the accuracy of assessment for members of ethnic minorities. As usual, the research findings are emerging much more slowly than we would like, but that is the nature of careful research. Meanwhile, our failure to find bias from those sources that are most often identified, such as test content or predictive validities, must not be used to justify an abandonment of the search. The research efforts must encompass these other possible sources of inaccuracy, too: for that matter, they should be continuous, serving a monitoring function of these possibilities. But meanwhile, we can be aware of them and of the things that can be done to increase measurement accuracy using research evidence or lacking that, just good judgment and sensitivity. (For related documents see TM 003 063-064, TM 002 964) (Author/KM)

AD 077 943 TM 022 745
Hunt, J. McVicker
Psychological Assessment in Education and Social Class. From the Missouri Conference (1972) on the Legal and Educational Consequences of the Intelligence Testing Movement: Handicapped Children and Minority Group Children.
Pub Date Apr 72
Note—28p.; Paper presented at the annual Missouri Conference (2nd University of Missouri-Columbia, April 13-14, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Cultural Context, Culturally Disadvantaged, Culture Free Tests, Environment, Heredity, Intelligence Differences, *Intelligence Tests, Literature Reviews, *Norm Referenced Tests, *Psychological Testing, Racial Differences, *Social Class, Speeches, *Test Bias

"Psychological Assessment in Education and Social Class," a paper presented at the University of Missouri conference on the "Legal and Educational Consequences of the Intelligence Testing Movement: Handicapped and Minority Group Children," is provided. The historical origins of the scheme of norm-referenced testing and the evidence questioning its assumptions are summarized. The implications of the interactionist's view of heredity and environment are examined. Alternative schemes for psychological assessment are outlined which, if developed, could guide the teaching process and encourage rather than discourage ingenuity in teaching. Specific topics include revisions in the conception of intelligence and their sources (achievement and motivational autonomy, maturation and experience, and spurious factors in the longitudinal validity of the IQ) and race and social class differences in I. (KM)

ED 078 006 TM 002 818
Barnes, Edward
IQ Testing and Minority School Children: Imperatives for Change.
Connecticut Univ., Storrs, National Leadership Inst. - Teacher Education/Early Childhood.
Note—8p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Ability Identification, *Culture Free Tests, Intelligence Quotient, *Intelligence Tests, *Minority Group Children, Performance Factors, Publications, Student Ability, *Test Bias, *Test Interpretation

The inadequacy and misuse of intelligence testing for minority group children are examined. IQ test items, norms, examining procedures, and language usage are discussed in terms of their bias against minority children. The implications of this bias for the classroom teacher are explored with the view that teacher mental sets are powerful mediators in learning and performance and that intelligence test scores play a major role in determining the nature of the set teachers develop. Culture specific or environment testing and criterion-referenced tests are discussed as nondiscriminatory and more valuable methods of evaluation. (KM)

ED 068 505 TM 001 843
Fitzgibbon, Thomas J.
The Use of Standardized Instruments with Urban and Minority-Group Pupils.
Harcourt Brace Jovanovich, Inc., New York, N.Y.
Pub Date (71)
Note—9p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Evaluation Methods, Measurement Instruments, *Minority Group Children, Norm Referenced Tests, *Standardized Tests, Test Bias, *Test Construction, Test Results, *Test Validity, *Urban Youth
Identifiers—Harcourt Brace Jovanovich Test Department

The position of the Harcourt Brace Jovanovich Test Department is set forth for the use of standardized instruments with urban and minority group pupils. Concern is with the effectiveness and usability of the instruments by the organization that published them. Renewed and intensified attention is given to certain aspects of the traditional test-development enterprise to ensure the appropriateness of the instruments in view of concern and controversy about testing in relation to various social issues. Some examples are given of specific ways in which the test development procedures have been modified in relation to the matter of content validity. Other areas of concern include appropriate norms as a national frame of reference and testing in written or dictated English pupils whose native language is not English. It is felt that the responsibility of test publishers includes the consideration of test interpretation and use of test results, and efforts in these areas are being expanded. A short list is included of additional publications concerned with the question of effective communication of standardized test information to the community. (LH)

ED 080 601 TM 003 120
Darlington, Richard B.
Is Culture-Fairness Objective or Subjective?
Pub Date 73
NOTE—8p.: Paper presented at symposium of annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—College Entrance Examinations, *Cultural Free Tests, *Definitions, *Evaluation Criteria, Speeches, Tests, *Test Validity

The search for a satisfactory objective definition of a culture-free test is doomed to failure, except in the special case in which different cultural groups have the same mean scores on the criterion variable to be predicted by the test. In the general case, it can be shown that no test (except one with the rare quality of perfect validity) can meet all the criteria reasonably expected of a "culture fair" test. The search for an objective definition of culture fairness must therefore be replaced by a subjective judgment of the degree of validity a tester is willing to sacrifice in order to select more or fewer members of certain cultural groups. (Author)

ED 080 644 UD 013 764
Jensen, Arthur R.
How Biased Are Culture-Loaded Tests?
Pub Date 73
Note—85p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Caucasian Students, Cultural Differences, Cultural Factors, *Culture Free Tests, *Ethnic Groups, *Mexican Americans, *Negro Students, Racial Differences, Testing
Identifiers—California, Peabody Picture Vocabulary Test, Ravens Progressive Matrices

The culture loaded Peabody Picture Vocabulary Test (PPVT) and the culture reduced Raven's Progressive Matrices (Colored and Standard forms) were examined and compared for large samples of white, black, and Chicano school children, K-8, in three California school districts. On both the PPVT and the Raven's the three ethnic groups show large mean differences but very little difference in the rank order of item difficulties, relative difficulty of adjacent items, the loadings of items on the first principal component, and the choice of distractors for incorrect responses. On both tests, groups of culturally homogeneous younger and older white children (separated by two years) perfectly simulated the white/Negro differences in Ethnic Group x Item interactions and choice of error distractors in the Raven's. Certain expectations from a culture bias hypothesis were borne out only for PPVT in the Mexican group. Unless the unlikely and empirically unsubstantiated assumption is made that culture bias affects all kinds of test items about equally, the various item analyses of the present studies lend no support to the proposition that either the PPVT or the Raven's is a culturally biased test for blacks. (Author/RJ)

ED 068 909 CS 000 208
Matuszek, Paula A., Oakland, Thomas D.
A Factor Analysis of Several Reading Readiness Measures for Different Socioeconomic and Ethnic Groups.
Pub Date (72)
Note—9 p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (Chicago, Ill., April, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Anglo Americans, Factor Analysis, Grade 1, Measurement Instruments, Mexican Americans, *Minority Group Children, Negroes, *Predictive Validity, Psychometrics, Reading Readiness, *Reading Tests, *Socioeconomic Status, *Test Bias, Verbal Ability
Identifiers—SES (Socioeconomic Status)

First grade students stratified on the basis of their racial-ethnic and socioeconomic status (SES) were studied to determine factors measured by several readiness (aptitude) tests and to learn whether these factors differed for the children from the various groups. SES was determined by father's occupation, or if absent, mother's occupation; the identification of racial-ethnic backgrounds was left to the teacher. Six groups of children were finally chosen: middle and lower class Blacks, Mexican-Americans, and Anglo-Americans. The major observation drawn from the data was that factors derived from the tests differed markedly across groups. It was further concluded that present tests were inefficient in that several subtests seemed to measure the same factors. Data also indicated that tests could not be used interchangeably with children from different SES and racial-ethnic backgrounds. (Two tables of factor loadings and a reference list are appended.) (HS)

ED 078 316 CG 007 214
Lennon, Roger T.
Testing and Equality: The Great Divorce?
Pub Date Feb 72
Note—9p.; Paper presented at the California Personnel and Guidance Association convention in Los Angeles, California on February 19-21, 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Disadvantaged Groups, Disadvantaged Youth, Equal Facilities, Equal Opportunities (Jobs), *Minority Groups, Norm Referenced Tests, Speeches, *Standardized Tests, Student Testing, *Test Bias, *Testing, Testing Problems, Tests

The paper examines the issue of whether the concepts and practices of standardized testing, on the one hand, and the pursuit and attainment of equal opportunity, on the other, are compatible. The author cites a number of areas where tension and conflict have centered; however, he feels that there is no necessary incompatibility between the assessment of human talents and the pursuit of both equality and excellence. A number of suggestions are discussed which might help to ameliorate some of the problems of testing of minority groups: 1) keep the discussion at a rational, rather than inflammatory, level; 2) explore new instrument development to more accurately capture the magnitude and variety of abilities of minorities; 3) expand training in the administration and interpretation of present tests with minority examinees; 4) adopt more systematic procedures for review and analysis of tests; 5) cross-check and verify test scores against other signs of talent; and 6) use tests humanely. (Author/SES)

ABSTRACT 2557
EC 07 2557 ED N. A.
Publ. Date Win74/75 8p.
Oakland, Thomas
Assessment, Education, and Minority-Group Children.
Academic Therapy; V10 N2 P133-40 Win 1974/1975

Descriptors: minority groups; testing; trend analysis; civil liberties; exceptional child education; disadvantaged youth;

Implications as to how assessment practices may be modified are drawn from discussions of issues associated with the movement to extensively modify or discontinue the use of tests in education. General criticisms of tests are cited in addition to criticisms of minority groups and educators such as the objection that using test data for labeling purposes often takes precedence over using test data for educational programing. Listed are injustices regarding assessment practices with minority group children that have been alleged in state and federal courts. Trends thought to have major implications for the structuring of assessment practices are analyzed, such as the growing trend to assess children in their primary language. (GW)

ABSTRACT
EC 07 3758 ED N. A.
Publ. Date Oct 75 5p.
Green, Robert L.
Tips on Educational Testing: What Teachers and Parents Should Know.
Phi Delta Kappan; V57 N2 P89-93

Descriptors: exceptional child education; economically disadvantaged; minority groups; test bias; parent role; environmental influences; socioeconomic influences; intelligence quotient; prediction; test validity; disadvantaged youth; Nondiscriminatory Tests (Handicapped);

Presented are tips for teachers and parents on the use of standardized IQ, aptitude, and achievement tests, with emphasis on test bias toward minority and economically disadvantaged children. IQ testing is discussed in terms of test limitations (tests tend to reflect school and curricular bias); income bias (tests systematically underpredict for lower-income children); the fallacy of genetic inferiority (adequate consideration is not given to socioeconomic and environmental effects on IQ scores); environmental factors (changing the environment can markedly change test scores); prediction (tests are not perfect predictors since scores change with time); economics (the big profit in selling tests sometimes results in unfair and unwise use); and necessary actions (parents can place limits on unfair and inadequate use of tests in public schools). (For related information, see EC 07 3759.) (SB)

ABSTRACT 936

EC 04 0936 ED N.A.
Publ. Date Feb 72 8p.
Hutchinson, June O'Shields
Reading Tests and Nonstandard Language.
EDRS not available
Reading Teacher; V25 N5 P430-7 Feb 1972

Descriptors: exceptional child research; disadvantaged youth; low income groups; reading ability; Negro youth; urban schools; standardized tests; reading tests; test validity; testing problems; nonstandard dialects; elementary school students; Metropolitan Reading Test

The validity of the Metropolitan Reading Test in ascertaining reading levels of second grade, low income Negro youth in a Washington, D.C., school was studied. A random selection of 75 children's scores indicated that 42.6% were reading at grade level or better, and that 12% were 1 year behind in reading achievement. Research was cited to clarify the need for dialect-fair tests. Selected black dialect-prejudiced items on the reading test were then specified and were found to fall in one of three problem areas: items that were differentiated in Standard English but homophonous in dialect of black children, items where number of features distinguishing one item from other items in a set was reduced, and items that were culturally inappropriate. The chidlren were then tested with the dialect-prejudiced items eliminated; test results showed that 74% were reading at grade level, while only 6% were reading 1 year below grade level. It was concluded that the standardized Metropolitan Reading Test was not appropriate for children in urban ghetto areas. (CB)

ED 079 401 TM 003 005
Differential Validity: A Problem With Tests or Criteria?
Hollmann, Thomas D.
Pub Date May 73
Note—12p
EDRS Price MF-$0.65 HC-$3.29
Descriptors: Correlation, Evaluation Criteria, *Performance Criteria, Predictive Measurement, Predicator Variables, Racial Discrimination, *Rating Scales, *Test Bias, Testing Problems, *Test Interpretation, *Test Validity

The evidence used in condemning a test as racially biased is usually a validity coefficient for one racial group that is significantly different from that of another racial group. However, both variables in the calculation of a validity coefficient should be examined to determine where the bias lies. A study was conducted to investigate the construct validity of a set of predictors and a set of criterion scales separately for blacks and whites. Data were collected during a project to validate a test battery and a followup study of the effectiveness of the resultant selection procedures. Ss totaled 70 blacks and 104 whites. Tests used were the Adaptability Test, the Spelling scale, word meaning scale, checking scale and copying scale of the Purdue Clerical Adaptability Test and the ten scales of the Guilford-Zimmerman Temperament Survey. The criterion scales consisted of 5 specially constructed, behaviorally anchored rating scales measuring accuracy, information, attitude, initiative, and knowledge of procedures. Eleven cases of differential validity occurred. The pattern of test-criterion relationships was obviously different for the two groups. The factor patterns for the 15 predictors were for the most part similar for blacks and whites. The analysis of the factor structure of the predictors suggested that they measure the same or similar constructs within the two groups. Results indicate that the criterion scales, more than the predictors, contributed to the differential validity and single-group validity. (KM)

ED 070 799 UD 013 110
The Bitch—100: A Culture-Specific Test.
Williams, Robert L.
National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub. Date Sep 72
Note—21p
EDRS Price MF-$0.65 HC-$3.29
Descriptors: *Achievement tests, Culture Free Tests, Dropouts, High School Students, Inner City, *Intelligence Tests, Negro Culture, Negro Dialects, Racial Differences, *Test Bias, *Test Construction, Testing Problems, *Test Validity, 100 Black Intelligence Scale of Cultural Homogeneity, California Achievement Test

The aim of this paper is to describe the rationale and evaluation of the Black Intelligence Scale of Cultural Homogeneity (BITCH). A "culture specific" test is used to determine the taker's ability to function symbolically or to think in terms of his own culture and environment. A combination of dialect specific and culture specific tests would certainly enhance the possibility of measuring what is inside the black child's head; this is the basic raticnale for the BITCH-100. Over two years, a 100-item test was developed. The purpose of the first experiment was to demonstrate that the test would discriminate black from white takers. One hundred white and 100 black high school students ranging in age from 16 to 18 years, half from low socioeconomic levels and half from middle income levels, from the city of St. Louis took the BITCH-100. The black group showed a clear superiority over the white group. The distribution of scores approximated a normal distribution in which blacks comprise the upper half, whites the lower half. Twenty-eight black Neighborhood Youth Corps high school "drop outs" were administered the BITCH and the California Achievement Test in the second experiment. The results confirm the hypothesis regarding the sensitivity of the BITCH in picking up "intellectual indicators" not commonly found in conventional tests. (Author/JM)

ED 073 131 TM 002 375
Williams, Robert L.
The Problem of the Match and Mis-Match in Testing Black Children.
Pub Date [70]
Note—7p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Aptitude Tests, Correlation, *Culture Free Tests, Negro Students, Predictive Validity, *Psychometrics, *Test Bias, Testing

Ability tests in use today and the educational programs of the schools are examined from a Black perspective. It is stated that it is incumbent upon educators to develop appropriate learning experiences in the classroom which relate to the Black child's background experiences. The following issues are raised: (1) I.Q. tests (predictor variables) are biased in favor of white children and against Black children, (2) educational programs (criterion variables) are biased against Black children, (3) the structural similarity and content of items in educational program and ability tests are near isomorphic or point to point, (4) statistical prediction is based on the relationship observed between predictor variables (ability tests) and criterion variables (scholastic performance). Correlational statistics involves the relationship between two variables only—the better the match between the two variables, the higher the correlation and the better the predictive power is likely to be; when the match between the two variables is poor, the correlation and predictive power are also poor. It is stated to be a well-known fact that ability tests, i.e., predictor variables, are biased in favor of native-born white American children. It is contended that the school system has served as a biased criterion and is related to the biased predictor. Using test bias as moderators for both predictor and criterion variables, the fallacies of previous studies involving Black children are pointed out. (DB)

ABSTRACT 2282

EC 06 2282 ED N.A.
Publ. Date May 74 11p.
Bryen, Diane N.
Special Education and the Linguistically Different Child.
Exceptional Children; V40 N8 P589-99 May 1974

Descriptors: exceptional child education; minority groups; discriminatory attitudes (social); language patterns; student placement; disadvantaged youth; linguistics; cultural differences; language tests; literature reviews

The author reviews the literature to show a disproportionate number of minority group children are being placed in special classes because of linguistically and culturally biased placement tests. Noted are recent court challenges and criticisms of special class placement as both educationally unsound and racially discriminatory. Studies are cited to support and refute each of the following alternative explanations for this disproportionality: more minority group children than whites are mentally retarded, present tests are inappropriate intelligence measures for minority children, legislators and school officials use conventional tests as a presumably scientific way to separate white middle-class children from minority group children, and minority group and middle class children are differentially referred for testing and placement. The debate over whether language of minori-

ty children is linguistically deficient or linguistically different from standard English is examined (a chart comparing linguistic characteristics of standard English and Black English is included). Discussed are methodological problems encountered in comparative studies, alternative implications for education and assessment (such as teaching English as a second language), and attempts to remedy the present inadequacy of language tests used in assessing language development of culturally different children. (LC)

ABSTRACT 2535

EC 06 2535 ED N.A.
Publ. Date Jul 74 3p.
Long, Peggie A.; Anthony, John J.
The Measurement of Mental Retardation by a Culture-Specific Test.
Psychology in the Schools; V11 N3 P310-2 Jul 1974

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; Negro youth; cultural factors; intelligence tests; test interpretation; test validity; Wechsler Intelligence Scale for Children; Black Intelligence Test for Cultural Homogeneity

Data are presented comparing the performance of 30 black students (median age of 16 years) enrolled in a program for educable mentally retarded pupils on the Wechsler Intelligence Scale for Children (WISC) and the Black Intelligence Test for Cultural Homogeneity (BITCH). Data indicate that there is no significant difference between the scores obtained on the tests and that reading items to the students had a positive influence on their BITCH scores. (GW)

ABSTRACT 629

EC 07 0629 ED N.A.
Publ. Date 74/75 21p.
Hunt, Barbara Carey
Black Dialect and Third and Fourth Graders' Performance on the Gray Oral Reading Test.
Reading Research Quarterly; V10 N1 P103-23 74/75

Descriptors: exceptional child research; disadvantaged youth; minority groups; negro youth; elementary education; students; urban schools; nonstandard dialects; performance factors; reading tests;

Errors made by 65 third and fourth graders in inner city schools on the Gray Oral Reading Test were analyzed. Tests were scored first according to the manual (Score I) and were then rescored not counting errors attributable to the use of black dialect (Score II). For the total group, the mean difference between the two scorings was about three points in raw score. The mean Score I for the total group yielded a grade equivalent of 1.8; mean Score II was equivalent to a grade level of 1.9. There was no significant difference between third and fourth graders in the mean differences between scores; however, the mean difference for the girls was significantly greater than that for the boys. There was also a significant difference between the mean differences of better and poorer readers when the group was divided in half on the basis of the test scores. The mean difference of the better readers was equivalent to 1/2 year in grade level, although a few of them scored differences of a year or more. When errors were counted on score passages only, 46 percent of the errors made by the total group were attributable to the dialect. (Author)

ABSTRACT 2658

EC 07 2658 ED N. A.
Publ. Date Apr 75 9p.
Kaufman, Alan S.; Dicuio, Robert F.
Separate Factor Analyses of the McCarthy Scales for Groups of Black and White Children.
Journal of School Psychology; V13 N1 P10-8 Apr 75

Descriptors: general education; Negroes; early childhood; test validity; cross cultural studies; racial factors; ability; McCarthy scales of children's abilities;

Factor analyses of the McCarthy Scales of Children's Abilities (MSCA) were performed on separate groups of Black (N-124) and white (N-688) children, aged 3.0 to 7.6 years, to assess the comparability of the underlying structures and to evaluate the construct validity of the MSCA for each racial group. Little Jiffy I (principal components) solutions produced four factors for the Blacks and three for the whites. Each 'white' factor had a coefficient of congruence of .85-.93 with one 'Black' factor, indicating the close similarity of the solutions. In addition, the factors which emerged for the Blacks and whites corresponded to several of the scales constituting the MSCA, offering evidence of the instrument's construct validity for each racial group. (Author)

ED 088 932 TM 003 492
Moran, Robert E.
Observations and Recommendations on the Puerto Rican Version of the Wechsler Intelligence Scale for Children.
Puerto Rico Univ., Rio Piedras. Coll. of Education.
Pub Date Feb 74
Note—11p.
EDRS Price MF-$0.75 HC-$1.50
Descriptors—Children *Culturally Disadvantaged, *Intelligence Tests, Non English Speaking, Norm Referenced Tests, *Puerto Ricans, Test Bias, Testing Problems, *Test Interpretations, Test Results, Test Reviews, Test Validity
Identifiers—Escala de Inteligencia Wechsler para Ninos, Wechsler Intelligence Scale for Children (WISC)

Recommendations and criticisms are made which might result in a more reliable assessment of the Puerto Rican child's intelligence as measured by the Wechsler Intelligence Scale for Children (WISC). Many of these recommendations and criticisms involve typographical and grammatical errors, incorrect language usage, difficulty of item sequence and others. Further usage of the test should reveal to what extent that corrections will bring about a more valid assessment of the Puerto Rican child's general intellectual functioning. The discrepancy between the Puerto Rican and American WISC IQ's and standard deviation presents serious problems when interpreting Puerto Rican children's WISC IQ's and their subsequent classification. Included in the report is a table listing Puerto Rican IQ's (WISC) with their approximate converted American equivalents. These figures were extracted from normal curve tables, using the expected cumulative frequency distribution of the 128 cases included in the Puerto Rican sample. (RC)

ABSTRACT 2782

EC 04 2782 ED N.A.
Publ. Date Sep 72 5p.
Hickey, Tom
Bilingualism and the Measurement of Intelligence and Verbal Learning Ability.
Exceptional Children; V39 N1 P24-8 Sep 1972

Descriptors: exceptional child research; bilingual students; intelligence level; verbal learning; measurement; disadvantaged youth; Mexican Americans; preschool children; verbal ability; sentence structure

The study analyzed some of the problems of measuring intelligence and verbal learning ability among Mexican-American preschoolers. These bilingual children encountered greater difficulty in correctly identifying verbal noun concepts on the Peabody Picture Vocabulary Test. Structural and idiomatic differences between the English and Spanish languages were thought to be the source of the difficulty. The study emphasized the dangers of reliance upon methods of evaluation and prediction which are not analogous to the context of the particular learning handicap. (Author)

ED 079 183 SO 005 855
Cross-Cultural and Longitudinal Comparisons of Cognitive, Perceptual and Personality Measures in Mexico and the United States.
Holtzman, Wayne H.
Pub Date 25 Feb 73
Note—14p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Child Development, *Comparative Analysis, *Cross Cultural Studies, Cultural Background, Cultural Differences, Cultural Education, *Cultural Factors, Culture Free Tests, Educational Research, Family Influence, *Individual Development, Latin American Culture, Mexicans, *Personality Development, Spanish Culture, Speeches
Identifiers—American Educational Research Association, *Mexico

Insight can be gained into the role of specified cultural variables in human development if care is taken in a study to include subcultural variations which can be matched cross-culturally, to employ well-trained native examiners who have been calibrated cross-culturally, to use techniques which can be defended, and to involve the close and continual collaboration of investigators sensitive to the above issues. This paper reports findings from six years of repeated testing of children from Texas and Mexico, who were selected to represent a broad range of working-class, business, and professional families. A complex analysis-of-variance design was constructed with five main factors: 1) socioeconomic status; 2) sex; 3) age group when tested initially; and 5) year of repeated testing or trial. The main effects of culture proved highly significant, revealing important differences in developmental trends for the entire age span of 6-17 years in Mexican and American children. This study reports only highlights of a much larger research program involving hundreds of children and their families. Additional studies are aimed at gaining greater insight into the complex relationships between cognitive, perceptual and personality measures on the one hand and family life-style, home environment and school performance variables as these aspects of personality development change over time in the two cultures. (JMB)

EJ 060 936 UD 501 653
Spanish-Speaking Students and Standardized Tests
Zirkel, Perry Alan
June 72
Descriptors—Academic Achievement, *Bilingual Students, Culture Free Tests, *Intelligence Tests, Minority Group Children, Performance Tests, *Spanish Americans, *Spanish Speaking, *Standardized Tests

A review of research reveals linguistic, cultural, and psychological difficulties for Spanish-speaking children on standardized tests of academic achievement and aptitude. (RJ)

ED 080 594 TM 003 111
Zirkel, Perry Alan
Spanish-Speaking Students and Standardized Tests.
New York State Education Dept., Albany, Div. of General Education.
Pub. Date Nov. 72
Note—14p.
Journal Cit—Urban Review; Jan 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Achievement Tests, *Cultural Context, Intelligence Tests, Research Reviews (Publications), *Spanish Speaking, *Standardized Tests, *Test Bias

A review of the research reveals that standardized intelligence and achievement testing presents linguistic, cultural, and psychological difficulties for Spanish-speaking children in terms of such internal or intervening variables as the language of the administration of the test, the extent of the verbal factor in it, and the ethnic background of its administrator. At the core of the problem has been the IQ testing of Spanish-speaking children. There is a need of paramount importance to modify the use of present IQ instruments and to develop new specialized instruments that utilize the language and cultural background of Spanish-speaking children to facilitate the assessment of their academic abilities. As in the case of IQ testing, on the standardized achievement tests, a verbal factor appeared to militate against the optimal performance of Spanish-speaking children. Those subtests most dependent on English language skills generally resulted in poorest performance, indicating a handicap in language ability rather than in learning ability. (DB)

ABSTRACT 2278

EC 06 2278 ED N.A.
Publ. Date May 74 6p.
Gonzalez, Gustavo
Language, Culture, and Exceptional Children.
Exceptional Children; v 40 n8 p565-70 May 1974

Descriptors: exceptional child education; minority groups; linguistics; cultural differences; intelligence tests; ethnic groups; gifted; culture free tests; educational diagnosis; community attitudes

The science of linguistics contributes to the study of cultural diversity and the education of exceptional children. Language is a system of vocal sounds; it is systematic and symbolic; it is in a state of constant change. The ability to learn language is innate in humans, and all languages and their variations are equally good. Integration of appropriate language characteristics into educational assessment instruments could reduce their bias against culturally different children, but cultural bias also exists in the anglocentric values and ideals of the tests. Both intelligence tests scores and adaptive behavior should be considerd when evaluating minority children. Because a child learns appropriate contextual use of language gradually, community acceptance of his efforts is important. Identification of gifted minority children will not be satisfactory until evaluation goes beyond English language competency. (Author/LC)

ABSTRACT 744

EC 07 0744 ED N.A.
Publ. Date Fal 74 3p.
Melear, John; Boyle, Jim

The Relationship of the Columbia Mental Maturity Scale to the WISC with Reference to Low Achieving Anglo and Spanish Bilingual Children.

Colorado Journal of Educational Research; V14 N1 P8-10 Fal 74

Descriptors: exceptional child research; disadvantaged youth; culturally disadvantaged; childhood; bilingual students; underachievers; testing; intelligence tests; test interpretation; test validity;

The Columbia Mental Maturity Scale (CMMS) and the Weschler Intelligence Scale for Children (WISC) were administered to 17 low achieving Anglo and 13 low achieving Spanish bilingual students (5- to 9-years-old). Correlations between the CMMS and WISC were uniformly positive and quite high for the Ss. Spanish bilingual Ss had a significantly higher mean score on the CMMS than on the WISC. Although the latter was the only significant difference in means discovered, the bilingual Ss showed an increase of more than seven points on the CMMS compared to the WISC Full Scale. (GW)

ABSTRACT 890

EC 07 0890 ED N.A.
Publ. Date Win 74 5p.
Corman, Louise; Budoff, Milton

Factor Structures of Spanish-Speaking and Non-Spanish-Speaking Children on Raven's Progressive Matrices.

Educational and Psychological Measurement; V34 N4 P977-81 Win 74

Descriptors: exceptional child research; disadvantaged youth; low income groups; minority groups; Spanish speaking; culture free tests; test validity; cognitive development; cognitive measurement;

Raven's Coloured Progressive Matrices (1956) were administered to 228 Spanish-speaking students (6-to 17-years old) and 243 English-speaking students (7-to 12-years old), all from low-income urban communities, to determine whether the pattern of item responses would result in similar factor structures for the two groups. Factor structures of Spanish and English-speaking Ss were found to be generally comparable indicating the factorial invariance of the Raven test with children from different cultural backgrounds. (LS)

ABSTRACT 1365

EC 07 1365 ED N.A.
Publ. Date Jan 75 5p.
Nelson-Burgess, Shirley A.; Meyerson, Marion D.

MIRA: A Concept in Receptive Language Assessment of Bilingual Children.

Language, Speech, and Hearing Services in Schools; V6 N1 P24-8 Jan 1975

Descriptors: exceptional child education; language handicapped; minority groups; bilingual students; Mexican Americans; preschool education; receptive language; language tests; cultural differences; Mexican American Inventory of Receptive Abilities;

Described briefly is the Mexican-American Inventory of Receptive Abilities (MIRA) a receptive language measure developed specifically for use in the San Joaquin Valley (California) to determine the bilingual dominance configuration and assess the vocabulary recognition skills of Mexican American/Chicano children in both Spanish and English. It is explained that if a child does poorly on both sections of the test, a delay in language can be suspected and diagnostic therapy initiated. The MIRA response sheet is appended and its relevance to only a specific geographical area is stressed. (LS)

ABSTRACT 2925

EC 03 2925 ED N.A.
Publ. Date Aug 71 7p.
Hersh, Jeffrey B.
Effects of Referral Information on Testers.
EDRS not available
Journal of Consulting and Clinical Psychology; V37 N1 P116-22 Aug 1971

Descriptors: referral; testing problems; test validity; clinical diagnosis; intelligence tests; examiners

The clinical testing situation may be conceived as a triadic relationship among referral agent, tester, and testee. To explore the influence of the referral agent on the testing situation, examiners were presented fictitious teacher referral reports before administering the Stanford-Binet Intelligence Scale to Headstart children. Each examiner tested both a positively referred and negatively referred child. Under the positive-referral condition, testers obtained higher IQ scores, rated the child more favorably on Factors Affecting Test Performance, and made more favorable recommendations than under the negative-referral condition. Since there was no significant difference in observed tester warmth, the process by which the reports had their effects was unclear. Implications of the findings were discussed, and the need for further research was stressed. (APA)

ABSTRACT 824

EC 04 0824 ED N.A.
Publ. Date Oct 71 13p.
Thomas, Alexander and Others
Examiner Effect in IQ Testing of Puerto Rican Working-Class Children.
EDRS not available
American Journal of Orthopsychiatry; V41 N5 P809-21 Oct 1971

Descriptors: exceptional child research; disadvantaged youth; intelligence tests; testing problems; examiners; minority groups; test reliability; Puerto Ricans

Examined were test reliability and examiner problems in which the Wechsler Intelligence Scale for Children scores of school-age Puerto Rican children were markedly affected by differences in examiner style between two examiners who were equivalent as to sex, ethnicity, fluency in Spanish and English, and clinical experience. Higher performance level occurred with examiner behavior that encouraged active participation, verbalization and repeated effort on the child's part. (Author)

ABSTRACT 1080

EC 04 1080 ED N.A.
Publ. Date Sep 71 4p.
Schwarz, Robert H.; Flanigan, Patrick J.
Evaluation of Examiner Bias in Intelligence Testing.
EDRS not available
American Journal of Mental Deficiency; V76 N2 P262-5 Sep 1971

Descriptors: exceptional child research; underachievers; intelligence tests; testing problems; examiners

It was hypothesized that the psychological examiner is a critical but often ignored variable in the administration of individual intelligence tests. Three qualified psychological examiners evaluated 21 children using the Wechsler Intelligence Scale for Children, the Wechsler Preschool and Primary Scale of Intelligence and the Stanford-Binet. Striking differences were found in the results obtained. These differences were attributed to the examiners rather than the instruments used. (Author)

ABSTRACT 1857

EC 04 1857 ED N.A.
Publ. Date Dec 71 7p.
Kinnie, Ernest J.; Sternlof, Richard E.
The Influence of Nonintellective Factors on the IQ Scores of Middle-and-Lower-class Children.
EDRS not available
Child Development; V42 N6 P1989-95 Dec 1971

Descriptors: exceptional child research; disadvantaged youth; intelligence level; testing; middle class; lower class; preschool children; examiners; performance factors; cultural factors

One hundred and twenty-three middle class white, lower class white, and lower class Negro preschool children were used in the study to determine the influence of three nonintellective factors on the IQ scores obtained on the Wechsler Preschool and Primary Scale of Intelligence (WPPSI). It was found that increased WPPSI scores were obtained by familiarizing the children with middle class adults similar to those administering the tests, with the language and materials used on the WPPSI to elicit a measure of intellective functioning, and with a testlike situation. The increase in WPPSI scores resulted almost entirely from the performance rather than the verbal subtest and was more marked in the experimental conditions which familiarized the children with middle class adults and with the test language and materials than in the condition which provided the children with practice in a testlike situation. Contrary to expectations, the scores of the lower class children did not increase significantly more than the scores of the middle class children. (Author)

ABSTRACT 1936

EC 05 1936 ED N.A.
Publ. Date Jun 73 10p.
Ziegler, Edward and Others
Motivational Factors in the Performance of Economically Disadvantaged Children on the Peabody Picture Vocabulary Test.
EDRS not available
Child Development; V44 N2 P294-306 Jun 1973

Descriptors: exceptional child research; disadvantaged youth; economically disadvantaged; early childhood; motivation; testing; testing problems; examiners; anxiety

The hypothesis was advanced that the exceptionally low IQ scores obtained by economically disadvantaged young children on the Peabody Picture Vocabulary Test are due to motivational factors rather than a specific linguistic deficit. It was argued that wariness of unfamiliar test examiners (Es) and fearfulness of testing situations lead to maladaptive patterns of responding which result in very low scores on the Peabody instrument. It was predicted that 54 preschool economically disadvantaged children would have substantial gains if they were retested on the Peabody by the same E and that their test-retest IQ gains would be significantly greater than those of nondisadvantaged children. The results of a preliminary study supported the prediction. In a follow-up study, 48 children (three to 8 years of age) were retested by the same or by a different E following either a play session with the E or no play session. Results of the second study replicated those of the first and indicated that the increase shown by disadvantaged children upon retesting in both studies was due primarily to a decrease in situational test anxiety rather than to being retested by a familiar E. (Author)

ABSTRACT 2594

EC 05 2594 ED N.A.
Publ. Date Oct 73 2p.
Jacobs, John F.; DeGraaf, Carl A.
Expectancy and Race: Their Influences on Intelligence Tests Scores.
Exceptional Children; V40 N2 P108-9 Oct 1973

Descriptors: exceptional child research; disadvantaged youth; Childhood; Negroes; expectation; racial differences; testing problems; examiners; psychologists

Investigated was the relationship of expectancy and the interaction of race of subjects on the assessment of intelligence by 16 black and 16 white school psychologists. Videotapes of two 10-year-old boys, one white and one black, taking the Wechsler Intelligence Scale for Children were used. Examiners viewed and scored the two tapes after being given either a successful or nonsuccessful case history. Neither black nor white examiners scored students of the opposite race discriminatorily. Performance did not seem to be a function of race of examiner, though expectancy had a significant effect on scores derived by examiners. (DB)

ABSTRACT 1126

EC 06 1126 ED N.A.
Publ. Date Dec 73 3p.
Wellborn, Emily S. and Others
Effect of Examiner Race on Test of Black and White Children.
Education and Training of the Mentally Retarded; V8 N4 P194-6 Dec 1973

Descriptors: exceptional child research; intelligence tests; examiners; racial factors; testing problems; disadvantaged youth; negroes; caucasian race

Forty-eight black and forty-eight white elementary and middle school students were administered the Wechsler Intelli-

gence Scale for Children(WISC) to assess the effect of examiner race on individual intelligence test scores. Three black and 3 white female examiners were employed. Analysis of variance procedures revealed no significant effects for the examiner race nor any interactions of examiner race crossed with student race of either grade level. (Author)

ABSTRACT 401

EC 07 0401 ED N.A.
Publ. Date Oct 74 4p.
Hutson, Barbara
Psychological Testing: Misdiagnosis and Half-Diagnosis.
Psychology in the Schools; V11 N4 P388-91 Oct 74

Descriptors: exceptional child education; handicapped children; psychological tests; test interpretation; educational planning; diagnostic teaching;

The author discusses the functions of psychological-educational diagnosis, the effects of inaccurate or inadequate diagnosis, and the place of trial teaching in a complete diagnosis. Described are factors affecting the accuracy and interpretation of test results. Inaccurate o, inadequate diagnosis is seen to result in inappropriate educational programing. Trial teaching is recommended to complete the educational diagnosis; and examples of trial teaching with students who experienced difficulty in intellectual functioning, behavior, and reading are given. (LH)

ABSTRACT 615

EC 04 0615 ED N.A.
Publ. Date 71 63p.
Mann, Lester and Others
Symposium No. 4: Psychometric Phrenology and the New Faculty Psychology: The Case Against Ability Assessment and Training.
EDRS not available
Journal of Special Education; V5 N1 P3-65 Win/Spr 1971

Descriptors: exceptional child education; learning disabilities; ability identification; testing problems; diagnostic tests; testing; diagnostic teaching; educational methods

The symposium discussion topic is the current role of differential psychoeducational assessment and training in the fields of learning disabilities and special education. Lester Mann argues against ability assessment and training on the stated basis that learning abilities and learning disabilities cannot be measured precisely and trained with present day knowledge and techniques. He advocates that special and remedial educators focus more directly on curriculum, using criterion-referenced measurement rather than normative measurement to guide their educational practices. Following Lester Mann's case are six responses. David A. Sabatino advocates a scientific special education approach that entails diagnostic testing and diagnostic teaching. Relationship of cognitive components to instructional strategy is then noted by Morton Bortner. Jack I. Bardon next explains the case for discrimination between use and abuse of ability assessment, while both Rosa A. Hagin and Archie A. Silver point out the value of the innovative movement in the management of children with learning disabilities. Then Edward G. Scagliotta reviews research briefly to show that human behavior cannot be controlled and managed through ability assessment and training. In the last response, Raymond H. Barsch underlines the validity of ability assessment in education. Lester Mann then briefly attempts to refute each of the responses. (CB)

ABSTRACT 736

EC 04 0736 ED N.A.
Publ. Date Dec 71 3p.
Bersoff, Donald N.
Current Functioning Myth: An Overlooked Fallacy in Psychological Assessment.
EDRS not available
Journal of Consulting and Clinical Psychology; V37 N3 P391-3 Dec 1971

Descriptors: psychological evaluation; testing; testing problems; test validity; clinical diagnosis; psychology; behavior patterns; environmental influences

Testing procedures which characteristically occur in a one-to-one setting and under optimal conditions are challenged as offering valid information regarding current or actual functioning. Differences between testing situations and functioning situations are discussed and implications drawn concerning extrapolation of results from the former to the latter. Within this context, the use of labels such as learning disability and underachievement which are derived from data obtained under optimal testing conditions is attacked. The need for psychosituational assessments rather than psychological evaluations is stressed and research is reviewed which supports the hypothesis that significant changes in behavior patterns do occur when testing situations are constructed to conform more to the reality to which we are predicting. (APA)

ABSTRACT 1605

EC 05 1605 ED N.A.
Publ. Date Win 72 12p.
Gorth, William P.; Hambleton, Ronald K.
Measurement Considerations for Criterion-Referenced Testing and Special Education.
Journal of Special Education; V6 N4 P303-14 Win 72

Descriptors: exceptional child education; handicapped children; criterion referenced tests; testing; test interpretation; statistical analysis; evaluation; testing problems

Discussed are measurement considerations in the application of criterion-referenced tests to special education. A criterion-referenced test is defined as a test constructed to yield data in terms of specified performance standards, and are constructed to maximize variability of test scores are and are constructed to miximize variability of test scores are compared with criterion-referenced tests said to be designed to evaluate individual performance and effectiveness of instruction. Examined are statistical problems involving item analysis, reliability, and validity when applied to criterion-referenced tests, and stressed is the importance of choosing appropriate item statistics to select items for criterion-referenced tests. Examples of uses of criterion-referenced testing in individual assessment and program evaluation include a ninth grade science course organized into instructional modules and a curriculum evaluation program which utilized behavioral objectives, criterion-referenced tests, and the computer. (DB)

ABSTRACT 35

EC 05 0035 ED N.A.
Publ. Date Sep 72 7p.
Valett, Robert E.
Developmental Task Analysis and Psychoeducational Programming.
EDRS not available
Journal of School Psychology; V10 N2 P127-33 Sep 1972

Descriptors: intelligence tests; testing problems; educational diagnosis; diagnostic tests; task analysis

A controversy is noted to exist over the proper use of intelligence testing in the identification and placement of children in need of developmental, remedial, and other forms of special education. Some public demands and professional positions on the use of these tests are presented. The developmental task approach is described and illustrated with a case study. It is argued that developmental task analysis is of primary value in the psycoeducation programming of children with learning and behavioral problems. (Author)

ABSTRACT 128

EC 05 0128 ED N.A.
Publ. Date 72 108p.
Popham, W. James, Ed.
Criterion-Reference Measurement, An Introduction.
EDRS not available
Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 17632 ($5.95).

Descriptors: testing; test construction; test interpretation; testing problems; criterion referenced tests; norm referenced tests; test validity; test reliability

Presented are six papers on the use of criterion-referenced measurements versus the more common norm-referenced measurement in educational testing. In the first paper Robert Glasser explains that criterion-referenced measures attempt to measure performance against an absolute standard of quality rather than against the performance of a well defined norm group. Implications of the criterion-measured tests on issues such as variability, reliability, validity, and interpretation are discussed by W. James Popham and T.R. Husak. Glasser then defines the criterion-referenced test as one that is deliberately constructed to yield measurements that are directly interpretable in terms of specified performance standards. Content areas and levels in which criterion-referenced measurements are preferable to norm-based measurements are discussed by Alfred D. Garvin. Richard Cox considers traditional approaches to evaluating test item adequacy such as validity, reliability, and item analysis procedures and concludes that the approaches may not be easily adaptable and possibly not applicable to the criterion-referenced measure. In the last paper Popham suggests several approaches to generating and evaluating test items which truly measure the criteria established as the performance standard to be achieved. (DB)

ABSTRACT 1715

EC 05 1715 ED N.A.
Publ. Date Apr 72 7p.
Murphy, Lois Barclay
The Stranglehold of Norms on the Individual Child.
EDRS not available

Childhood Education; V49 N7 P343-49 Apr 1973

Descriptors: testing problems; prediction; child development; longitudinal studies; expectation; maturation; Daily Living Skills

Our culture's unjustified reliance on normative categories has the effect of freezing expectations of children and emphasizing children's weaknesses and problems rather than their strengths. Tests must be viewed in context of the child's total coping behavior both during the test and in daily life. A longitudinal study of child development has shown that physical development is most predictable while personality measures are not very predictive of later development, that little reliance can be placed on one intelligence test in predicting adult achievement and adjustment, and that predictions of social development tend to be lower than later social functioning. The individuality of growth patterns is supported by research on biological variation among humans. No test can tell what a child might do under better physical, social, and motivational circumstances. Clinicians and teachers need to discover each child's coping strategies in order to understand the child's behavior. (DB)

ABSTRACT 1716

EC 05 1716 ED N.A.
Publ. Date Apr 73 5p.
Mendelson, Anna; Atlas, Ruth
Early Childhood Assessment: Paper and Pencil for Whom?
EDRS not available
Childhood Education; V49 N7 P357-61 Apr 1973

Descriptors: exceptional child education; early childhood education; testing problems; identification; student evaluation; teacher role

Approaches to early childhood assessment need to be evaluated for their positive contribution to educational planning. Because standardized tests have been shown to label children prematurely, to not take into account the child's physical and emotional state, and to not reveal different abilities and learning styles of children with equal total scores, some school systems are abandoning standardized intelligence testing. An alternative approach might be teacher assessment which could consider both individual differences and the child's continuing interaction with his environment. Problems in teacher assessment include classes too large for adequate individual assessment, and lack of training in informal observational techniques. Measures used might include checklists, rating scales, logs, or professional diaries. (DB)

ABSTRACT 1817

EC 05 1817 ED N.A.
Publ. Date May 73 12p.
Jones, Reginald L.
Accountability in Special Education: Some Problems.
Exceptional Children; V39 N8 P631-42 May 73

Descriptors: exceptional child education; handicapped children; educational accountability; testing problems; statistical analysis; teacher characteristics; educational objectives

An appraisal of accountability from a special education perspective is presented. Attention is given to types of accountability, and then, measurement problems are addressed, including measurement, objectives, and special education; norms; limitations of standardized tests for accountability and special education; and criterion referenced measures. Recommendations for proper use of standardized tests with exceptional children such as matching the test with instructional objectives are also offered. Statistical problems in special education accountability are considered such as problems with multivariate and parametric methods, regression effects, and difference scores and the measurement of change. Other aspects of accountability focused on are special education accountability at the secondary level, accountability and current understanding of special education teacher characteristics and behavior, the potentially subversive effects which accountability may have on hard to assess objectives and theory development, and problems of attributing cause and effect in accountability. Finally, a position on directions for special education accountability is offered which puts the emphasis on the attainment of instructional objectives. (Author/DB)

ABSTRACT 1168

EC 06 1168 ED N.A.
Publ. Date Win 73 7p.
Drew, Clifford J.
Criterion-Referenced and Norm-Referenced Assessment of Minority Group Children
EDRS not available
Journal of School Psychology; V11 N4 P323-9 Win 1973

Descriptors: exceptional child education; disadvantaged youth; minority groups; testing problems; criterion referenced tests; culture free tests

Summary: Traditional norm-referenced measures of mental ability have repeatedly received criticism concerning cultural unfairness of bias against minority children. Responses to such accusations primarily have been in the form of new instrumentation aimed at attaining a culture fair assessment. Little response has been evident from a conceptual standpoint addressing the issues of purpose and use of test results. Although many have turned to criterion-referenced measurements as an answer to the problems of norm-referenced evaluation, cultural bias is not necessarily avoided in this framework either. Issues of who determines criteria and what the criteria include must be addressed if criterion-referenced measurement is to meet adequately the challenge of multicultural evaluation. (Author)

ABSTRACT 2547

EC 06 2547 ED N.A.
Publ. Date Sep 74 11p.
DeVries, Rheta
Relationships Among Piagetian, IQ, and Achievement Assessments.
Child Development; V45 N3 P746-56 Sep 1974

Descriptors: exceptional child research; gifted; mentally handicapped (educable mentally handicapped); childhood; testing; testing problems; cognitive measurement; intelligence tests; achievement tests; comparative analysis; correlation; Jean Piaget; Stanford Binet Intelligence Test

Examined were the empirical relationships among Piagetian tasks, psychometric assessments of intelligence, and school achievement with 143 bright, average, and retarded children, 5 to 12 years old. Ss' scores were obtained from the California Test of Mental Maturity (CTMM), the Metropolitan Achievement Test (MAT), the Stanford-Binet Intelligence Scale, and 15 Piagetian tasks, in such areas as conservation of mass, left-right perspective, conservation of length, and object sorting. Comparisons indicated that the Stanford Binet is a poor predictor of performance on most of the Piagetian tasks, and that the theoretical differences between Piagetian and psychometric intelligence do seem to correspond to real differences in cognitive measurement. Additional analyses among all tests indicated that no overlap exists between knowledge on Piagetian tasks and school achievement knowledge as measured by the MAT. Results supported previous research findings which state that Piagetian tasks are unique to measure different aspects of cognitive functioning than do psychometric tests, and that there exist specific differences between the two in general perspective and method of assessment. (Author/BA)

ABSTRACT 12

EC 07 0012 ED N.A.
Publ. Date Oct 74 4p.
Flaugher, Ronald L.
The New Definitions of Test Fairness in Selection: Developments and Implications.
Educational Researcher; V3 N9 P13-16 Oct 74

Descriptors: exceptional child education; disadvantaged youth; minority groups; definitions; testing problems; college admission; job placement; models; conceptual schemes;

Compared are four definitions of test fairness as applied to selection procedures for minority group members. Noted are mutually exclusive differences among three of the models though all focus on methods of calculating the probability of minority group applicants succeeding and the probabilities of their selection. Supported is the definition of R.D. Darlington whose 'corrected criterion' model suggests that the value system of the selector be used to determine the amount of correction to apply to the criterion scores for members of the lower scoring group. Noted are difficulties in determining valid criteria and policies of the Equal Employment Opportunity Commission which have the inadvertant effect of decreasing rather than increasing the chances for selection of minority

group members. Problems of test fairness are applied to college admissions and hiring procedures. (DB)

ABSTRACT 376

EC 07 0376 ED N.A.
Publ. Date Apr 74 4p.
Holmen, Milton G.; Docter, Richard F.
Criticisms of Standardized Testing.
Educational Digest; V39 N8 P32-5 Apr 74

Descriptors: exceptional child education; handicapped children; testing; testing problems; test validity; standardized tests;

Briefly discussed are 10 common criticisms of standardized tests in terms of test validity and factors independent of test validity. Among five criticisms noted which bear on test validity are that tests discriminate against some individuals and that tests are too often assumed to measure innate characteristics. Other criticisms mentioned are that tests distort the individual's self concept and level of aspiration and that tests invade privacy. (DB)

ABSTRACT 2110

EC 07 2110 ED N. A.
Publ. Date 75 16p.
Williams, John E.; And Others
Preschool Racial Attitude Measure II.
Educational and Psychological Measurement; V35 N1 P3-18 Spr75

Descriptors: exceptional child research; disadvantaged youth; minority groups; negroes; preschool education; attitudes; child development; discriminatory attitudes (social); racial factors; test validity; test reliability; tests; Preschool Racial Attitude Measure II;

Standardization data on a revised version of the Preschool Racial Attitude Measure (PRAM II) are reported for 252 Caucasian and 140 Negro children (37-to 85-months-old) who were tested by Caucasian and Negro examiners. Analyses of the racial attitude scores are reported to reveal that PRAM II has good internal consistency and satisfactory test-retest reliability. It is noted that the test may be divided into two equivalent short-forms. The following conclusions were also reached: that racial attitude scores vary systematically with race of S, but not with sex of S, IQ or age, and that data on the effects due to the race of examiners are inconclusive. The authors maintain that PRAM II provides a reliable index of racial attitudes, and that the same rationale could be employed in the assessment of other attitudes at the preschool level. Theories of racial attitude development are discussed briefly. (Author/GW)

ABSTRACT 3031

EC 07 3031 ED 108411
Publ. Date 75 78p.
Nazzaro, Jean N.
How Can Tests Be Unfair? A Workshop on Nondiscriminatory Testing.
Council for Exceptional Children, Reston, Va. Information Services and Publications.
Office of Education (DHEW), Washington, D.
CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091. (Project No. 102; $35.00. Additional Pamphlets (102a) $3.00/10.)
Special Training Project of the National Association Of State Directors of Special Education.

Descriptors: handicapped children; test validity; testing problems; workshops; exceptional child education; visual perception; auditory perception; eye hand coordination; language patterns; cultural differences; instructional materials; simulation; Nondiscriminatory Tests (Handicapped);

The packet contains materials for use in a workshop intended to increase educators' sensitivity to possible discriminatory factors in testing instruments and practices. Among the materials are directions for leaders on preparing and running the workshop; 20 booklets entitled "How Can Tests Be Unfair?" for workshop participants; and detailed suggestions for six test activities designed to simulate experiences that might be encountered by children with problems related to visual perception, auditory discrimination (with a tape cassette of unfamiliar sounds provided), fine muscle control, language, or cultural differences. Also included are summary presentation and evaluation instructions and forms and information for reordering workshop booklets. (LH)

ABSTRACT 3756

EC 07 3756 ED N. A.
Publ. Date Oct 75 6p.
Ebel, Robert L.
Educational Tests: Valid? Biased? Useful?
Phi Delta Kappan; V57 N2 P83-88

Descriptors: general education; testing problems; test validity; test construction; intelligence quotient; test bias; educational diagnosis; criterion referenced tests; norm referenced tests;

Examined are questions regarding six current issues in the use of educational tests: validity, broadness of scope, values of criterion- or norm-referencing, bias, validity of IQ tests, and potentially destructive results of tests. The main reason for opposition to tests and testing is seen to grow out of the reluctance of educators to be judged and held responsible for incompetence or mismanagement. Conclusions include that educational tests are valid, that the emphasis tests place on cognitive achievement is not a serious limitation, that criterion-referenced tests should replace norm-referenced tests only in certain areas of learning (such as in technical training) but not in general education, that there is little basis for the belief that tests are biased against minority groups, that the influence of IQ on rate and amount of learning is probably a myth, and that the competition resulting from testing seems more helpful than harmful. (For related information, see EC 07 3757.) (SB)

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